

**THE EFFECT OF USING PHOTOREADING TECHNIQUE
TOWARDS READING COMPREHENSION IN NARRATIVE
TEXT OF THE SECOND YEAR STUDENTS AT STATE
SENIOR HIGH SCHOOL 3 PEKANBARU**



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1434 H/2013 M**

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Thesis

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



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ABSTRACT

Vebyo Arson (2012). The Effect of Using PhotoReading Technique towards Reading Comprehension in Narrative Text of the Second Year Students at State Senior High School 3 Pekanbaru

Based on the writer's preliminary study, it was found that most of the students' reading comprehension was still less than enough and could not reach the minimum standard of score. This problem was caused by some factors. For example, some of the students took too much time in comprehending the text; some of the students had difficulties in getting idea from the reading text and had difficulties in analyzing the reading text. So, the writer was interested in carrying out the research about this problem.

The research was administered at State Senior High School 3 Pekanbaru. The subject of the research was the second year students of State Senior High School 3 Pekanbaru and the object of the research was the effect of using PhotoReading technique towards reading comprehension in narrative text. The design of the research was *Quasi-Experimental* design.

The population of this research was all of the second year students. The total number of population was 287 students. Because the number of population was large, the writer used random sampling by taking two classes as sample; XI IPA 1 consisted of 32 students as experimental class and XI IPA 2 consisted of 31 students as control class, so the total number of the sample was 63 students. The instrument of this study was by using a test. To analyze the data, the writer used IBM SPSS 20 Software and t-test formula.

After analyzing the data, the writer found that there was a significant effect of using PhotoReading technique towards the reading comprehension of the second year students at State Senior High School 3 Pekanbaru, where $t_{obtained}$ shows 3.59, $T_{0.05}$ shows 1.67 and $T_{0.01}$ shows 2.66. So, $T_{0.05} < T_o > T_{0.01}$ or $1.67 < 3.59 > 2.66$. Thus, null hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. Moreover, the writer also found that the category of students' reading comprehension that was taught by using PhotoReading technique was categorized into *Very Good* category (82,03) and the category of students' reading comprehension that is taught without using PhotoReading technique was categorized into *Good* category (72,58).

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

All praises belong to Allah Almighty, the Lord of Universe, who rewards the researcher time, opportunity, energy, finance, health and the most important is belief so the researcher is able to accomplish this project paper to fulfill one of the requirements for the award of undergraduate degree at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. Shalawat and gratitude do to our noble character, the prophet Muhammad peace be upon him, he is a teacher of teachers, he is as the best educator that teaches and educates the human kind so he has brought us from darkness to the lightness.

In conducting the research and finishing this project paper, the researcher got suggestions, encouragements, motivation, and supports from many sides. Therefore, in this opportunity, the researcher would like to express the great thanks and gratitude to those who have given the researcher a lot of things that researcher is able to finalize and publish this research: In finishing this project paper, the writer got many valuable helps and advice from many people. Therefore, the writer wishes to express sincerely for them, they are:

1. Prof. Dr. H. M. Nazir. The Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Dr. Hj. Helmiati, M.Ag. The Dean of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

3. Dr. Hj. Zulhidah, M.Pd. The Chairperson of English Education Department and her secretary, Dedy Wahyudi, M.Pd, for their guidance and help given to the writer to complete this project paper.
4. Rizki Amelia, M.Pd. the writer's supervisor, thank you very much for her correction, suggestion, guidance and kindness in completing this project paper.
5. All lectures of Education and Teacher Training who gives their knowledge and information to the writer.
6. Dra. Hj. Yusnimar, M.Pd as Headmaster of State Senior High School 3 Pekanbaru and Mrs. Sylvia Boestami, M.Pd as English teacher who gave time and place to the writer in conducting the research. Thank you very much for your kindness, attention, cooperation and time instilling the data of the research.
7. My beloved parents, especially my mom; Ratina who gives great love, attention, time, advice, support and prayer in all situations to the writer. My beloved brother and sister; Dwivayana Arson and Evona Arson. Thank you for all support, kindness, love and prayer. I love you all.
8. My beloved uncles and aunties; Uncle Don and Aunt Wet, Uncle Yal and Aunt Sari. And also all my relatives that I cannot mention the name one by one.
9. My best partners, Ahmad Budiman, Hikari, Hitsuke, and Bobby Geren Raul Alcarla, thank you for your supports, helps, and advises.

10. My beloved friends in English Education Department, especially the member of F class '08 (M. Rais, Rahmat, Khairizam, Khairunnas, M. Novrianto, Supriadi, Yusparizal, Sepri, Nazuril Ikhwan, Akil, Enita Rahayu, Yulie Purwaningsih, Yulia Kartika, Jumi, Kak Winda, Widya T.R, Elfi, Elisa, Dek Dona, Sy. Oktiya Sari, Widia N, Ning, Yulia R, Zahirin, Yeni, Hawa), my sister Kartika Mukhtari, and other friends that the writer cannot mention one by one. Thank you for help, support and motivation. You are the best friends ever! I will remember you.

Pekanbaru, 10 Oktober 2012,

The Writer,

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CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the language skills that must be learned at any level of education is reading. Reading is a complex brain activity.¹ Moreillon also stated that reading is making meaning from print and from visual information that requires a great deal of practice and skill.² Therefore, for foreign language student it's not an easy thing, especially for the text which is formed in English.

According to Hasibuan, reading is an activity with a purpose.³ The purpose of the reading will be achieved not only when the reader comprehend the reading text but also when the reader know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. Based on the quotation above, it is very clear that the students of senior high school level are strongly expected to know which skills and strategies are appropriate to comprehend the reading text.

Tankersley pointed out that comprehension is the center of reading.⁴ To comprehend the text, the student must be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of

¹ Karen Tankersley. *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*. (Alexandria: Association of Supervision and Curriculum Development, 2005), p.10

² Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: American Library Association, 2007), p. 10

³ Kalayo Hasibuan and Ansyari. *Teaching English as a Foreign Language*. (Pekanbaru: Alaf Riau Graha, 2007), p.2

⁴ Karen Tankersley. *The Threads of Reading: Strategies for Literacy Development*. (Alexandria: Association of Supervision and Curriculum Development, 2003), p.90

the words.⁵ It is clear that in a reading process the students need to comprehend the reading material or text that they read. Thus, in reading process, a comprehension of the content of the reading material or text becomes a crucial thing as well as the final stage that should be gained by the student as the essence of reading activity.

As one of the language skills, reading is taught at school and it is supported by School Based Curriculum (KTSP). School Based Curriculum is a kind of curriculum concept that focuses on the development of doing competence based on the standard of performance and it can make the students master in a particular competency.⁶ According to Depdiknas in Hakim, School Based Curriculum has several characteristics. They are as follows:⁷

1. Focus on the gain of students' competency in individual or classical form.
2. Focus on the learning outcome of the students
3. The teaching and learning process uses the various methods, techniques or strategies.
4. The learning resources not only the teacher, but also the other resources that fulfill the educative element.
5. The evaluation focuses on the process and learning outcomes in the effort of mastering or reaching a competency.

⁵ Judy Willis. *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*. (Alexandria: Association of Supervision and Curriculum Development, 2008), p.128

⁶ Nursal Hakim. *Telaah Kurikulum Pendidikan*. (Pekanbaru: Cendikia Insani, 2010), p. 3

⁷ *Ibid.*, p. 11

State Senior High School 3 Pekanbaru is one example of schools which uses School Based Curriculum as the guidance in teaching and learning process. In there, reading is taught to all grades, from the first grade to the third grade. Reading is taught twice a week with duration 90 (2x45) minutes for each meeting. According to syllabus 2009-2010, the second grade students must comprehend different types of text, such as *narrative*, *spoof*, *explanation*, and *hortatory exposition*; and also their generic structure correctly. The comprehension is shown by answering some questions after reading the text.⁸

Based on the preliminary research at State Senior High School 3 Pekanbaru, the teacher uses a modeling technique which is suggested by School Based Curriculum in teaching reading. In teaching process, the teacher gives a type of text and reads that whole text first. Then, the teacher explains the purpose of text, the generic structure, and so forth. Next, the teacher asks the students to reread the text in a small group discussion, and then asking them what they have read. After that, the teacher asks the students to read the text once again individually. Finally, at post-activity, the students are asked to answer the questions based on the text given.

Based on the writer's observation, some of the students still cannot answer the questions correctly. The students still get many difficulties in reading activity and their difficulty in comprehending an English text make them slower in doing task given by their teacher, especially if the text given is a narrative text. Furthermore, some of the students cannot reach the minimum standard of score (75)

⁸ Syllabus of SMAN 3 Pekanbaru 2009/2010. (2009). Unpublished: p.16

in doing the reading assessment. The symptoms of students' difficulties in reading activity can be seen from these phenomena:

1. Some of the students get difficulty to find the main idea of narrative text.
2. Some of the students get difficulty to analyze the content of narrative text.
3. Some of the students get difficulty to recall the content of story in narrative text when they are asked by the teacher.
4. Some of the students get difficulty to find the meaning of unfamiliar word.
5. Some of the students take too much time in comprehending the narrative text.
6. Some of the students get difficulty to reach the standard score.

Based on the phenomena above, it appears the technique which is used by the teacher still cannot help the students to comprehend the text properly. Actually, there are various reading strategies and techniques that can be used in order to assist the students to gain the comprehension level as the goal of reading activity. One of the techniques that can be used in reading activity is called PhotoReading.

PhotoReading technique, developed by Paul R. Scheele, is an excellent reading technique to help students to use whole mind with power and effectiveness. It works with any subject matters and flexibly adapts to different purposes, print

formats, rates of speed, and levels of comprehension.⁹ Bissonette pointed out PhotoReading was different from “regular reading” and different from “speed reading.” It is more a way to “process” and “understand” information than it is to “read” information. Because PhotoReading uses more of students’ mind, they can go through information more easily and with greater understanding.¹⁰ Furthermore, PhotoReading will help students to diminish distractions and anxieties, to increase focus, concentration, memory, and also to increase comprehension.¹¹ In addition, PhotoReading allows students to read more in less time, and be able to more easily recall and remember what is read.¹² From explanations above, the writer concludes PhotoReading is a reading technique that helps students to read any kinds of written text more easily in less time with greater comprehension by using whole mind power and effectiveness.

Based on the explanations and the problems above, the writer is interested in conducting a research entitled “The Effect of Using PhotoReading Technique towards Reading Comprehension in Narrative Text of the Second Year Students at State Senior High School 3 Pekanbaru.”

⁹ Paul R. Scheele. *The PhotoReading Whole Mind System 3rd Edition*. (Minnesota: Learning Strategies Corporation, 1999), p.18

¹⁰ Pete Bissonette. *Beyond Human: How to Process and Understand Materials 3 Times Faster than You Do Right Now - with No Practice - Guaranteed*.
<http://www.beyondhuman.com/howtoprocess1.html>. Retrieved on April 17th, 2012.

¹¹ *Xssion Passion in Action: PhotoReading for Students*.
<http://www.xssion.com/student/photoreading.php>. Retrieved on April 17th, 2012.

¹² *What are the Benefits of PhotoReading?*. <http://www.experts123.com/q/what-are-the-benefits-of-photoreading.html>. Retrieved on April 17th, 2012.

B. Definition of the Term

In order to avoid misunderstanding and misinterpretation in this research, it is necessary to explain the terms used in this research. The terms are as follows:

1. Effect

Effect is the result of an event or something that happens because someone does.¹³ It means that effect an activity that can change by something. In this research, effect is defined as the result of teaching reading treated by PhotoReading technique.

2. PhotoReading

PhotoReading is a whole mind system for reading, learning, absorbing, and recalling information more efficiently. It is designed to work in line with the way that the mind and brain naturally processes, stores, and retrieves information.¹⁴

3. Technique

Technique is a particular way of doing something, especially one in which they have to learn special skills; the skill which somebody is able to do something practical.¹⁵ In this research it means a particular way of doing reading.

4. Reading Comprehension

Reading comprehension is the process of understanding and constructing meaning from text or understands what is read.¹⁶

¹³ Russell Khan. *Know It All! : Grades 6-8 Reading*. (New York: Princeton Review Publishing, 2004), p. 124

¹⁴ *PhotoReading® Weekend*.
<http://www.energylchemy.co.uk/programs/photoReadingWeekend.htm>. Retrieved on April 5th, 2012.

¹⁵ Albert S. Hornby. *The Advance Learner Dictionary of Current English*. (Oxford: Oxford International, 2000), p.1388

C. The Problem

1. Identification of the Problems

Based on the background above, it is clear that some of the second year students at State Senior High School 3 Pekanbaru still face problems in reading English text especially in a narrative text; thus, the problems in this research are identified as follows:

- a. How do some of the students get difficulty to find the main idea of the narrative text?
- b. How do some of the students get difficulty to analyze the content of the narrative text?
- c. How do some of the students get difficulty to recall the content of the story in narrative text when they are asked by the teacher?
- d. How do some of the students get difficulty to find the meaning of unfamiliar word?
- e. What factors caused some of the students take too much time in comprehending the narrative text?
- f. What factors caused some of the students get difficulty to reach the standard score?
- g. How is the students' reading comprehension in narrative text that is taught without PhotoReading technique?
- h. How is the students' reading comprehension in narrative text that is taught by using PhotoReading technique?

¹⁶ Ximena Uribe, Z. *Growth Mixture Modeling With a Distal Outcome: An Application to Reading and High Stakes Testing*. (New York: ProQuest Information and Learning Company, 2007), p.

- i. Is there any significant effect of using PhotoReading technique towards students' reading comprehension in narrative text?

2. Limitation of the Problems

Because of limited time, energy, and fund, the writer needs to limit the problems in this research. Based on the syllabus of State Senior High School 3 Pekanbaru, the second year students learn about five genres of texts namely narrative, report, spoof, analytical exposition and hortatory exposition. So, the writer focuses this research on the effect of using PhotoReading technique towards reading comprehension in narrative text of the second year students at State Senior High School 3 Pekanbaru.

3. Formulation of the Problems

Since this research is focused on the effect of using PhotoReading technique towards students' reading comprehension in narrative text, the problems are formulated by the following questions:

- a. How is the second year students' reading comprehension in narrative text that is taught without using PhotoReading technique at state senior high school 3 Pekanbaru?
- b. How is the second year students' reading comprehension in narrative text that is taught by using PhotoReading technique at state senior high school 3 Pekanbaru?
- c. Is there any significant effect of using PhotoReading technique towards the second year students' reading comprehension in narrative text at state senior high school 3 Pekanbaru?

D. The Objective and the Significance of the Research

1. The Objective of the Research

- a. To find out the data about the students' reading comprehension in narrative text that is taught without using PhotoReading technique at State Senior High School 3 Pekanbaru.
- b. To find out the data about the students' reading comprehension in narrative text that is taught by using PhotoReading technique at State Senior High School 3 Pekanbaru.
- c. To find out the significant effect of using PhotoReading technique towards reading comprehension in narrative text of the second year students at State Senior High School 3 Pekanbaru.

2. The Significance of the Research

- a. To give the positive contribution on learning process in reading subject of the second year students at State Senior High School 3 Pekanbaru.
- b. To assist the students in developing their reading comprehension by using PhotoReading technique.
- c. To give information to the teacher about PhotoReading technique in teaching reading comprehension.
- d. As the guidance for those who intend to conduct the same topics of investigation in the future.
- e. To fulfill one of the requirements of S1 degree of education at English Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading

Reading is one of the language skills that must be learned at any level of education. It is an essential part of language instruction at every level because it supports learning in multiple ways.¹ Westwood stated that reading is the fundamental skill upon which all formal education depends.² Furthermore Stone also stated that reading is a fundamental goal that must be mastered in order to be successful in school and in life.³ So, it is clear to say that having reading activity is very important for students at all level of education.

Tankersley defined reading as a complex process made up of several interlocking skills and process.⁴ Moreover Barton in Bell and Lee stated that reading is a dynamic process in which the reader works actively to construct meaning from the material.⁵ In relation to Barton statement, Martin Coles and Jenkins also stated that in reading process, the brain works what the words are.⁶ So, reading is not only the process in which the reader reads the words, sentences or the

¹ *The Definition of Reading*, from <http://www.nclrc.org/essentials/reading/stratread.htm>. Retrieved on June 14 , 2011

² Peter Westwood. *What Teacher Needs to Know about Reading and Writing Difficulties*. (Victoria: ACER Press, 2008), p. 2

³ Randi Stone. *Best Practice for Teaching Reading*. (California: Corwin Press, 2009), p. 39

⁴ Karen Tankersley. *The Threads of Reading: Strategies for Literacy Development*. (Alexandria: Association of Supervision and Curriculum Development, 2003), p. 2

⁵ Lyanne Bell, Cherryl L. Lee. *Using Reading in Content Area Strategies to Improve Student Understanding in Family and Consumer Sciences*. (Journal of Family and Consumer Sciences Education, Vol. 23, No. 2, Fall/Winter, 2005),p. 1

⁶ Martin Coles and Rhonda Jenkins. *Assessing Reading 2: Changing Practice in Classrooms*. (New York: Routledge, 2002), p.13

text but also by reading the reader intends to get something from the reading materials.

In addition, Kalayo and Ansyari stated that reading is an activity with a purpose. A person may read in order to gain information, to get enjoyment, and to enhance the knowledge of the language being read.⁷ Grabe also pointed out several purposes of reading namely reading to search information, reading for quick understanding, reading to learn, reading to integrate information, reading to evaluate, critique and use information, reading for general comprehension (in many case, reading for interest or reading to entertain).⁸

Furthermore Grellet also stated about the reasons why a reader wants to read a reading material. The reasons are reading for pleasure and reading for information.⁹ From the explanation above, the writer concludes that a reader is engaged in reading activity for several purposes and those purposes also lead the reader to gain the important purpose of reading; comprehension.

The purposes and the ways of reading are various. According to Grellet, there are four main ways of reading. They are as follows:¹⁰

- a. Skimming: Quickly running one's eyes over a text to get the gist of it.
- b. Scanning: Quickly going through a text to find a particular piece of information.

⁷ Kalayo Hasibuan and Ansyari. *Teaching English as a Foreign Language*. (Pekanbaru: Alaf Riau Graha, 2007), p. 114

⁸ William Grabe. *Reading in a Second Language: Moving from Theory to Practice*. (Cambridge: Cambridge University Press, 2009), p. 8

⁹ Francoise Grellet. *Developing Reading Skills: Practical Guide to Reading Comprehension Exercises*. (Cambridge: Cambridge University Press, 1981), p. 4

¹⁰ *Ibid.*

- c. Extensive reading: Reading longer text, usually for one's own pleasure.

This is a fluency activity, mainly involving global understanding.

- d. Intensive reading: Reading shorter text, to extract specific information. This is more an accuracy activity involving reading for details.

Reading also involves the variety of skills. The main ones are listed

below:¹¹

- a. Recognizing the script of language
- b. Deducing the meaning and use of unfamiliar lexical item
- c. Understanding explicitly stated information
- d. Understanding information when not explicitly stated
- e. Understanding conceptual meaning
- f. Understanding the communicative value of sentences and utterances
- g. Understanding the relation within the sentence
- h. Understanding the relation between parts of a text through lexicon cohesion device
- i. Understanding cohesion between parts of a text through grammatical cohesion device
- j. Interpreting text by going outside it
- k. Recognizing indicators in discourse
- l. Identifying the main point in the piece of discourse
- m. Distinguishing The main idea from supporting details
- n. Basic reference skill
- o. Skimming
- p. Scanning

¹¹ *Ibid.*

2. The Nature of Reading Comprehension

Reading comprehension is the main purpose of reading activity. All readers intend to have connection to the material that they read. But of course, the process of reading comprehension is also complex and it takes time for a reader to acquire the meaning of a reading material. Snow defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹² In addition, Irwin also stated that reading comprehension is an active process to which each reader brings his or her individual attitudes, interest, expectation, skills and prior knowledge.¹³ Reading comprehension is shown by reader's ability to find factual information, identify main idea, locate the meaning of vocabulary in context, identify references, and to make inference from the reading text.¹⁴ Moreover, Dorn and Soffos stated that comprehending involves interpreting and syntetizing ideas in waysthat influence the reader's mind.¹⁵ A good reader will integrate four types of knowledges to expand their reading comprehension. They are as follows¹⁶ :

- a. Generic knowledge : Generic knowledge is the reader's background information. It is cognitive information that the reader activates to construct meaning from the text.

¹² Catherine Snow. *Reading for Understanding*. (Santa Monica: RAND, 2002), p.11

¹³ Judith Westphal Irwin. *Teaching Reading Process*. (New York: Prentice-Hall, 1986), p. 4

¹⁴ *Ibid.*

¹⁵ Linda J. Dorn and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach*. (Portland: Stenhouse Publisher, 2005), p. 14

¹⁶ *Ibid.*

- b. Text knowledge : Text knowledge relates to the precise message of the text including the content knowledge, vocabulary meanings and text structures.
- c. Strategic knowledge: Strategic knowledge is the readers' knowledge of specific strategies for problem solving, including cognitive strategy for sustaining and expanding the meaning of a text.
- d. Reflective knowledge: Reflective knowledge is the mind's ability to think abstractly. It involves thinking beyond the text.

The readers also use the knowledge, skills, and strategies to determine what the meaning is. Reader knowledge, skills and strategies include: ¹⁷

- a. Linguistic competence : the ability to recognize the element of writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse competence : knowledge of discourse markers and how they connect parts of the text to one another.
- c. Sociolinguistic competence: knowledge of different types of the texts and their usual structure and content.
- d. Strategic competence : the ability to use top-down strategies as well as knowledge of the language.

Based on description of reading comprehension above, it is clear that reading comprehension is not only a process of knowing the meaning of words

¹⁷ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Op Cit.*, p. 115

semantically, but also a process of catching the idea of the text whether it is stated or not. Therefore, reading comprehension can be concluded as a complex process in which a reader tries to reconstruct a message encoded by a writer. In other words, it is an interaction between the reader and the writer. Without having any sense of understanding a reading material, a reader cannot be said to have the level of comprehension and comprehension is influenced by the reader's individual attitudes, interest, expectation, skills and prior knowledge as well.

3. Teaching Reading

In teaching reading, there are several principles that must be considered by the teacher. This teaching principle may guide the teacher in the process of teaching reading. According to Harmer there are six principles of teaching reading. They are as follows: ¹⁸

- a. Reading is not a passive skill: reading is an incredibly occupation. The teacher should have the knowledge about the words, pictures and arguments.
- b. The students need to be engaged with what they are reading: the students who do not engaged with the text will not have any interest to the text. So, they need to be engaged with the material they read.
- c. The students should be encouraged to respond to the content of a reading text, not just the language: It is important to let the students to respond the meaning of the message of the reading text.

¹⁸ Jeremy Harmer. *How to Teach English*. (Edinburgh: Longman, 2001), p. 70

- d. Prediction is the major factor in reading: The prediction may help the students to comprehend the text about.
- e. Match the task to the topic: The teacher should choose the reading task which is suitable with the reading topic.
- f. A good teacher integrates the reading text into interesting class sequences.

In addition, there are eight principles for teaching reading for English language learners. They are as follows:¹⁹

- a. Reflect on reading
- b. Teach fluency and comprehension
- c. Teach reading strategies
- d. Teach text structures
- e. Teach vocabulary building
- f. Promote extensive reading
- g. Plan effective reading classes
- h. Use authentic reading assessment.

¹⁹ *Teaching Reading to ELLs*. http://www.sagepub.com/upm-data/27685_Farrell_Chapter_1.pdf
Retrieved on June 17th, 2012.

4. The Nature of Narrative Text

There are various kinds of text learned by the students. One of them is narrative text. Narrative is seen as a recapitulation of past experience in which language is used to structure a sequence of (real or fictitious) events.²⁰ Barwick also states that narrative relates a realistic, imagined or fictitious story.²¹ It can be concluded that narrative is a kind of written or oral account that happened at the past and it may be real or just a fiction.

The purpose of narrative is to entertain, amuse, and interest the reader but simultaneously teaches, explain or inform.²² In addition, Kalayo and Anshari stated that the purpose of narrative is to entertain, create, stimulate emotions, motivate, guide and teach.²³ It is true because the narrative text always contains various message for the reader that may entertain or give education to the reader. Examples of narrative text are legend, fairy tales, science fiction, myths, and adventure stories.²⁴

Barwick stated that narrative can be divided into two categories namely traditional fiction including folktales, fairy tales, parables, moral tales, fable, myths, and legends; and modern fiction including modern fantasy and contemporary realistic fiction.²⁵

²⁰ David Crystal. *A Dictionary of Linguistics and Phonetics 6th Edition*. (Malden: Blackwell Publishing, 2008)

²¹ John Barwick. *Targeting Text: Narrative, Poetry, Drama*. (Singapore: Black Education, 1999), p. 4

²² *Ibid.*

²³ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Op. Cit*, p. 130

²⁴ *Ibid.*

²⁵ John Barwick. *Loc. Cit.*

Narrative also has the structure of the story. There are five stages in narrative. They are as follows: ²⁶

- a. Orientation : The function of orientation is to set the scene, creating a visual picture of the setting, atmosphere and time of the story.
- b. Complication : The function of complication is to revolve around the conflicts or problems that affect the setting, time or characters.
- c. Series of events : This part shows the series of unexpected or expected events.
- d. Resolution : This part brings the series of events to a close and revolves the main problem, challenge or situation.
- e. Reorientation : This part sets the scene again and locates the characters in it.

5. The Factors Influencing Reading Comprehension

According to Donald Martin, reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study technique. ²⁷ Furthermore, Tankersley has said there are four important factors influence reading comprehension. They are command of the linguistic structure of the text, adequate vocabulary in the content area, degree of meta-cognitive control of the text, and adequate domain knowledge. ²⁸ Here are some suggestions to improve reading comprehension:²⁹

²⁶ *Ibid.*

²⁷ Donald Martin. *How to be Successful Student*. (New York: Martin Trails Publishing LLC, 1991), p. 7

²⁸ Karen Tankersley. *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*. (Alexandria: Association of Supervision and Curriculum Development, 2005), p. 108

²⁹ Donald Martin. *Loc. Cit.*

- a. Develop a broad background
- b. Know the structure of the paragraph
- c. Identify the type of reasoning
- d. Anticipate and predict
- e. Look for the method of organization
- f. Create motivation and interest
- g. Pay attention to supporting cues
- h. Highlight, summarize, and review
- i. Build a good vocabulary
- j. Monitor effectiveness

6. The Nature of PhotoReading Technique

There are a lot of reading techniques that can help the students to improve their reading comprehension. One of those techniques is PhotoReading. PhotoReading is a whole mind system for reading, learning, absorbing, and recalling information more efficiently. It is designed to work in line with the way that the mind and brain naturally processes, stores, and retrieves information.³⁰ PhotoReading works with any subject matter and flexibly adapts to different purposes, print formats, rates of speed, and levels of comprehension.³¹ Moreover, PhotoReading will help students speed the learning of information from written pages. By being able to do learn effectively from written pages, the students can:³²

- a. Pass examinations and get better grades
- b. Increase memory and comprehension
- c. Diminish distractions and anxieties

³⁰ *Tranceformation NLP Hypnosis and Therapy: PhotoReading.*

<http://tranceformationslimited.com/photo.html>. Retrieved on April 17th, 2012

³¹ Paul R. Scheele. *Op. Cit.* pp. 18-19

³² *Xssion Passion in Action: PhotoReading for Students.*

<http://www.xssion.com/student/photoreading.php>. Retrieved on April 17th, 2012.

- d. Increase focus and concentration
- e. Increase ease while reading and studying
- f. Boost self-confidence
- g. Set a good foundation to be an independent learner and therefore, less reliant on tuition.

There are some steps in PhotoReading technique. Mind Power Reading explained the steps in PhotoReading as follow:³³

- a. First, the PhotoReading technique involves entering an accelerative learning state. This is a relaxed state of alertness.
- b. Second, establish a clear purpose and affirm the ability to process the information.
- c. Third, PhotoFocus on the text. This unique way to focus uses peripheral vision and opens channels to the other-than-conscious.
- d. Fourth, look through the reading text while maintaining a steady state. This exposes information directly to the brain's preconscious processor.
- e. Finally, bring closure to the process by affirming that everything has made a lasting impression on inner mind.

Furthermore, according to Scheele, PhotoReading technique involves the following steps:³⁴

- a. The first step is preparing. Reading effectively begins with a clear sense of purpose. This means consciously stating a desired outcome for reading.

³³ *Mind Power Reading: What is PhotoReading?*.

<http://mindpowerreading.blogspot.com/2007/12/what-is-photoreading.html>. Retrieved on April 17th, 2012.

³⁴ Paul R. Scheele. *Op. Cit.* pp. 18-21

- b. The second step is previewing. Previewing is a rapid kind of reading that allows students to get a general sense of what a passage, article, or book is about and how it is organized.³⁵ In addition, Scheele stated that previewing is like x-raying a book-getting a broad sense of its underlying structure. Understanding structure will give something that learning theorists call a schema, a set of expectations about what is coming up next. When the students know the structure of written text, they become more accurate at predicting its content. As a result, their reading comprehension and reading pleasure soar.
- c. The third step is PhotoReading. The students begin with alert state of mind and body called the accelerative learning state. In this state, distractions, worries, and tensions seem to fall away. To enter this state, involve the students to state the purpose again, take a deep breath, and exhale until get physical and mental relaxation. After that, the students gazing beyond the reading material and then exposing it to the preconscious processor of the mind.
- d. The fourth step is activating. During activation the students re-stimulate the brain probing the mind with questions and exploring parts of the text to which they feel most attracted. Then read the most important parts of the text of each paragraph or page. This step involves whole brain, connect the text with conscious awareness, and achieve goals for reading.

³⁵ Beatrice S. Mickulecky and Linda Jeffries. *Advanced Reading Power*. (New York: Pearson Education, 2007), p.75

- e. The final step is rapid reading. While rapid reading, move the eyes quickly through the text, starting at the beginning and going straight through to the end. Feeling free to adjust reading speed depending upon the complexity, prior knowledge, and importance of the material. Rapid reading directly involves the conscious mind and satisfies need for clear comprehension of the content. In short, this step makes students increasingly familiar with the text.

In addition, Pavlina also explained the step of PhotoReading technique in detail as the following:³⁶

- a. First, the teacher asks the students to put the text in front of them. After that, he asks students to maintain the relax feeling of alertness. It can be done by closing eyes and take a deep breath and exhale.
- b. Second, the teacher asks the students to quickly read the title, first and last paragraph of the text to find trigger words (keywords with high visibility, repeatedly used terms) and write it down.
- c. Third, after the students get the trigger words, the teacher asks them to write any questions down related to the trigger words.
- d. Fourth, the teacher asks students to reread the text. As the students read the text, the teacher instructs them to keep relax and notice the four corners of the page, white space between the paragraphs and an imaginary 'X' connecting the 4 corners.

³⁶ Steve Pavlina. *PhotoReading Steps Review in Detail*.
<http://www.scribd.com/doc/20719374/Accelerated-Learning-PhotoReading-Steps-Review-In-Detail>. Retrieved on June 16th, 2012.

- e. Fifth, the students ask their mind with questions and exploring part of text to which they feel most attracted. Read for thoughts, feelings and ideas rather than words. When it's appropriate, dip into the text more focused reading to comprehend the details.
- f. Finally, the teacher instructs the students to stay in a relaxed, alert state, and keep extracting information. Then they will automatically discover clues that answer questions they stuck previously.

In brief, PhotoReading technique is a new way in reading that helps the students to read any kind of written text more easily in less time with greater comprehension by using whole mind power and effectiveness.

7. Using PhotoReading Technique towards Reading Comprehension

PhotoReading is a reading technique that helps the students to use the whole mind power and brain naturally process, stores, and retrieves information more efficiently.³⁷ PhotoReading works with any subject matter and flexibly adapts to different purposes, print formats, rates of speed, and levels of comprehension.³⁸ PhotoReading involves five steps that help students to improve reading comprehension.

The first step in PhotoReading technique is preparing a clear sense of purpose for reading and entering a state of relaxed alertness. Tankersley also stated that good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text. Making connections is the key to

³⁷*Tranceformation NLP Hypnosis and Therapy: PhotoReading.*

<http://tranceformationslimited.com/photo.html>. Retrieved on April 17th, 2012

³⁸ Paul R. Scheele. *Op. Cit.* pp. 18-19

comprehension.³⁹ Thus, by having a clear sense of purpose before reading the students will be able to improve their reading comprehension.

As what is stated before, reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study technique.⁴⁰ PhotoReading technique begins with placing the students into relaxed, alert state of mind and body. So, it will help students to gain concentration before reading process.⁴¹

Furthermore, knowing the structure of the paragraph, motivation and interest, and pay attention to supporting cues are other factors that influence reading comprehension.⁴² PhotoReading technique involves preview step that will help the students to know the underlying structure of the paragraph by gather a list of key terms, or trigger words which embody the core concept. It also will help the students more accurate at predicting its content. As a result, reading comprehension and reading pleasure soar.⁴³

B. Relevant Research

A research from Danielle S. Mc.Namara entitled “Preliminary Analysis of PhotoReading”. This study examined the effectiveness of PhotoReading technique towards reading comprehension in expository text. The design of his research is comparative study. He compared the effectiveness of normal reading and PhotoReading technique. The subjects participated in this study are (a) the

³⁹ Karen Tankersley. *The Threads of Reading: Strategies for Literacy Development*. (Alexandria: Association of Supervision and Curriculum Development, 2003), p. 90

⁴⁰ Donald Martin. *Loc. Cit.*

⁴¹ Paul R. Scheele. *Op. Cit.*, p. 19

⁴² Donald Martin. *Loc. Cit.*

⁴³ Paul R. Scheele. *Loc. Cit.*

PhotoReading trainee who participated in a two-day PhotoReading workshop, and (b) the PhotoReading expert who provided the PhotoReading workshop. The measures of effectiveness included both accuracy on the tests and the time to read the texts. The texts included three general topics: physiology, perception, and biology. For each topic, two texts were used that were comparable in terms of the number of words, reading ease, and estimated grade level appropriateness. In his research results, he found PhotoReading technique is less efficiency. Efficiency here means the time spent reading per correctly answered question (i.e., reading time/number correct). Moreover, the PhotoReading expert showed an increase in reading time with the PhotoReading technique in comparison to normal reading. This increase in reading time was accompanied by a decrease in text comprehension.⁴⁴

Another research from Agvemi Zuhadi Alga entitled “The Effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of The First Year Student of SMAN Cerenti”, the researcher focused on Experimental research. The formulation of the problem which was discussed by the researcher in his thesis was the difference effect of using DRTA and the conventional strategy toward reading comprehension of the first year student at SMAN 1 Cerenti. In his research, he found that H_0 is rejected and H_a is accepted because in T-table at 5% grade of significant refers to 2,01. While in the level of significant 1% is 2,68. The $T_{obtained}$ was 8, 26 and it can be analyzed that T_o

⁴⁴ Danielle S. McNamara. *Preliminary Analysis of PhotoReading*. (Norfolk: Old Dominion University, 2000)

was higher than T-table. In the other words, there is significant effect of using DRTA strategy toward students' reading comprehension.⁴⁵

C. Operational Concepts

Operational concept is a concept used to give an explanation about theoretical framework to avoid misunderstanding and misinterpretation of this research. Syafi'i defined operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing-a research paper.⁴⁶

In order to avoid misunderstanding, it is necessary to explain briefly the variables used in this research. There are two variables, they are X and Y variables. Variable X is independent variable and variable Y is dependent variable.

1. Variable X

In this research the use of PhotoReading technique is variable X. The procedures are as follows:⁴⁷

- a. First, the teacher asks the students to put the text in front of them. After that, he asks them to maintain the relax feeling of alertness. It can be done by closing eyes and take a deep breath and exhale.
- b. Second, the teacher asks the students to quickly read the title, first and last paragraph of the text to find trigger words (keywords with high visibility, repeatedly used terms) and write it down.

⁴⁵ Agvemi Zulhadi Alga. "The Effect of Directed Reading Thinking Activity Strategy toward Reading Comprehension of the First Year Students of SMAN Cerenti". (2009). Unpublished

⁴⁶ M. Syafi'i S. *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: LBSI, 2007), p.122

⁴⁷ Steve Pavlina. *Loc. Cit.*

- c. Third, after the students get the trigger words, the teacher asks them to write any questions down related to the trigger words.
- d. Fourth, the teacher asks the students to reread the text. As the students read the text, the teacher instructs them to keep relax and notice the four corners of the page, white space between the paragraphs and an imaginary 'X' connecting the 4 corners.
- e. Fifth, the students ask their mind with questions and exploring part of text to which they feel most attracted. Read for thoughts, feelings and ideas rather than words. When it's appropriate, dip into the text more focused reading to comprehend the details.
- f. Finally, the teacher instructs the students to stay in a relaxed, alert state, and keep extracting information. Then they will automatically discover clues that answer questions they stuck previously.

2. Variable Y

In this research, the text is narrative text. So, the students' reading comprehension in narrative text is variable Y. According to Irwin, the indicators for the students' reading comprehension are as follows:⁴⁸

- a. The students are able to find factual information.
- b. The students are able to identify main idea.
- c. The students are able to locate the meaning of vocabulary in context.
- d. The students are able to identify references.
- e. The students are able to make inferences from the reading text.

⁴⁸ Judith Westphal Irwin. *Loc. Cit.*

From the explanation above, PhotoReading technique is variable X or independent variable and students' reading comprehension in narrative text is variable Y or dependent variable. It is clear that the points intended of this concept is operational already. Therefore, the data of the research can be collected.

D. Assumption and Hypothesis

1. Assumptions

In general, assumptions for this research can be exposed as the following:

- a. Some of the students' reading comprehension are low and some others are high
- b. There are many strategies and techniques that can improve students' reading comprehension, one of them is PhotoReading technique. This technique helps the students to use whole mind with power and effectiveness
- c. The better using PhotoReading technique the better students' reading comprehension in narrative text will be.

2. Hypothesis

Based on the assumption above, hypothesis for this study can be formulated as follows:

Ho : There is no significant effect of using PhotoReading technique towards reading comprehension in narrative text of the second year students at State Senior High School 3 Pekanbaru.

Ha : There is a significant effect of using PhotoReading technique towards reading comprehension in narrative text of the second year students at State Senior High School 3 Pekanbaru.

CHAPTER III

THE METHOD OF THE RESEARCH

A. Research Design

This research is designed systematically in order to analyze the data of the respondents of the research on their reading comprehension. The method of this research is quasi-experimental research that focuses on nonequivalent control group design. Quasi experiment is a research design having some but not all of the characteristics of a true experiment.¹ In a true experiment, to have internal validity the researcher must establish experimental controls that will enable the conclusion that differences occur as a result of his or her experimental treatment.²

There are some factors which affecting internal validity that impossible to do by the researcher at school such as *maturation* and *selection* factors. The school system may not accept new programs for testing on an experimental basis, may not allow intact classes to be disrupted or divided to provide for equivalent samples, may not allow for a “treatment” to be given to some and withheld from others. Therefore, the writer chose a quasi-experimental research design.

Furthermore, the writer used two classes as sample, namely: an experimental class and a control class. For the experimental class, the students were being treated by using PhotoReading technique. Meanwhile, for the control class the students were being treated without PhotoReading technique. The research design is represented by the following table.

¹ Louis Cohen, et.al., *Research Methods in Education*, Sixth Edition, (New York: Routledge, 2007), p. 275

² Bruce W. Tuckman, *Conducting Educational Research*, (Ohio: Thomson Learning, 1993)

Table III.1
Research Design

Class	Pre-Test	Treatment	Post-Test
E	T1	√	T2
C	T1	X	T2

E : Experimental Class

C : Control Class

T1 : Pre-test for experimental class and control class

√ : Treatment by using PhotoReading technique

X : Treatment without PhotoReading technique

T2 : Post-test for experimental class and control class

Before doing the treatment, the writer gave pre-test to all of the samples. Pre-test was given in order to find out the students' reading comprehension in narrative text before using PhotoReading Technique. Then, the writer taught PhotoReading technique to experimental class but didn't teach PhotoReading technique to control class.

B. The Location and Time of the Research

The location of this research was at the second year students of State Senior High School (SMA Negeri) 3 Pekanbaru and this research was conducted from August to September 2012.

C. The Subject and the Object of the Research

The subject of this research was the second year students of State Senior High School (SMA Negeri) 3 Pekanbaru, while the object of this research was the effect of using PhotoReading technique towards students' reading comprehension in narrative text.

D. The Population and Sample of the Research

The population of this research was the second year students of state senior high school 3 Pekanbaru in 2012/2013 academic year. It had 9 classes which consisted of 5 classes of natural science and 4 classes of social science. The technique used in taking the sample is cluster random sampling. Having the sample, the writer used lottery technique by passing out small rolled paper marked by the sequence name of the class. Then, after passing out the paper, the samples for the research were class XI IPA 1 as the experimental class and XI IPA 2 as the control class. The data can be seen in the table III.2 and table III.3 as follows:

Table III.2
The Population of the Second Year Student of
State Senior High School 3 Pekanbaru

No	Class	Number of Student
1	XI IPA 1	32
2	XI IPA 2	31
3	XI IPA 3	30
4	XI IPA 4	31
5	XI IPA 5	31
6	XI IPS 1	33
7	XI IPS 2	34
8	XI IPS 3	33
9	XI IPS 4	32
TOTAL		287

Table III.3
The Sample of the Research

No	Class	Male	Female	Number of Student
1	XI IPA 1	8	24	32
2	XI IPA 2	8	23	31
TOTAL		15	47	63

E. The Technique of Collecting Data

Collecting data is the most important thing in research. The technique that the writer used in collecting the data was by using test.

The test was used to determine the students' achievement in reading comprehension. The type of the test was multiple choice tests. A multiple choice item requires student to select a correct answer out of a number of options.³ The number of items for this test is about 20 items. The test consisted of 4 passages of which five questions for each. The test was carried out from the respondent of second grade student of State Senior High School 3 Pekanbaru. The writer used pre-test and post-test to experimental and control class in order to know the effect of using PhotoReading technique towards the reading comprehension in narrative text of the second year students at State Senior High School 3 Pekanbaru.

After the students did the test, the writer then took the total score from the result of the reading comprehension test. The classification of the students' score will be shown below:⁴

Table III.4
The Classification of Students' Score

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

³ Elana Shohamy. *A Practical Handbook in Language Testing for the Second Language Teacher*. (Israel: Tel-Aviv University, 1985), p. 38

⁴ Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara, 2009) p.245

F. The Validity and Reliability of the Test

1. Validity

Before the test was given to the samples of this research, the test was tried out to 31 students of second year in the natural science major. The purpose of the try out was to obtain validity and reliability of the test. The test is said to be valid if it measures accurately what it is intended to measure.⁵ It was determined by finding the difficulty level of each item. The formula of item difficulty is as follows:⁶

$$P = \frac{B}{JS}$$

Where

P : Index of difficulty or facility value

B : the number of correct answers

JS : the number of examinees or students

The difficulty level of an item shows how easy or difficult a particular item in a test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with new items that are appropriate.

The standard level of difficulty used is $>0,30$ and $<0,70$. It means that an item is accepted if the level of difficulty is between $0,30-0,70$ and it is rejected if the level of difficulty is less than $0,30$ (the item is too difficult) and over than $0,70$ (the item is too easy). The proportion of correct is represented by “p”, whereas the proportion of incorrect is represented by “q”. The calculation of item difficulty can be seen from the following table:

⁵ Arthur Hughes. *Testing for Language Teacher*, 2nd Edition. (Cambridge: Cambridge University Press, 2003) p. 26

⁶ Suharsimi Arikunto., *Op Cit.* p.209

Table III.5
The Students are Able to Find Factual Information

Variable	Finding Factual Information				Number of Student
Item No.	1	6	11	16	31
Correct	22	21	27	18	
p	0,71	0,68	0,87	0,58	
q	0,28	0,31	0,12	0,41	

Based on the table, the item numbers of question for finding the factual information are 1, 6, 11, and 16. It shows that the proportion of correct answer for finding factual information of test item number 1 is 0,71, the proportion of correct answer for test item number 6 is 0,68, the proportion of correct answer for test item number 11 is 0,87 and the proportion of correct answer for test item number 16 is 0,58. The total correct answer of finding factual information is 0,56 . Then, based on the standard level of difficulty, all items for finding factual information or “P” is $>0,30$ and $<0,70$. So, the items of finding factual information are accepted.

Table III.6
The Students are Able to Identify Main Idea

Variable	Identifying Main Idea				Number of Student
Item No.	2	7	12	17	31
Correct	23	27	10	19	
p	0,74	0,87	0,32	0,61	
q	0,25	0,12	0,67	0,38	

Based on the table, the item numbers of question for identifying main idea are 2, 7, 12, and 17. It shows that the proportion of correct answer for identifying main idea of test item number 2 is 0,74, the proportion of correct answer for test item number 7 is 0,87, the proportion of correct answer for test item number 12 is 0,32 and the proportion of correct answer for test item number 17 is 0,61. The total correct answer of identifying main idea is 0,63. Then, based on the standard level of difficulty, all correct items for identifying main idea or “P” is $>0,30$ and $<0,70$. So, the items of identifying main idea are accepted.

Table III.7
The Students are Able to Identify Reference

Variable	Identifying Reference				N
Item No.	3	8	13	18	31
Correct	23	20	22	23	
p	0,74	0,65	0,71	0,74	
q	0,25	0,34	0,28	0,25	

Based on the table, the item numbers of question for identifying reference are 3, 8, 13, and 18. It shows that the proportion of correct answer for identifying reference of test item number 3 is 0,74, the proportion of correct answer for test item number 8 is 0,65, the proportion of correct answer for test item number 13 is 0,71 and the proportion of correct answer for test item number 18 is 0,74. The total correct answer of identifying reference is 0,70. Then, based on the standard level of difficulty, all items for identifying reference or “P” is $>0,30$ and $<0,70$. So, the items of identifying reference are accepted.

Table III.8
The Students are Able to Locate Meaning of Vocabulary

Variable	Locating meaning of vocabulary				N
Item No.	4	9	14	19	31
Correct	23	6	24	27	
P	0,74	0,19	0,77	0,87	
Q	0,25	0,80	0,22	0,12	

Based on the table, the item numbers of question for locating meaning of vocabulary are 4, 9, 14, and 19. It shows that the proportion of correct answer for locating meaning of vocabulary of test item number 4 is 0,74, the proportion of correct answer for test item number 9 is 0,19, the proportion of correct answer for test item number 14 is 0,77 and the proportion of correct answer for test item number 19 is 0,87. The total correct answer of locating meaning of vocabulary is 0,64. Then, based on the standard level of difficulty, all items for locating meaning of vocabulary or “P” is $>0,30$ and $<0,70$. So, the items of locating meaning of vocabulary are accepted.

Table III.9
The Students are Able to Make Inference

Variable	Making Inference				N
Item No.	5	10	15	20	31
Correct	21	21	16	25	
p	0,68	0,68	0,52	0,81	
q	0,31	0,31	0,47	0,18	

Based on the table, the item numbers of question for making inference are 5, 10, 15, and 20. It shows that the proportion of correct answer for making inference of test item number 5 and 10 is 0,68, the proportion of correct answer for test item number 15 is 0,52 and the proportion of correct answer for test item number 20 is 0,81. The total correct answer of making inference is 0,66. Then, based on the standard level of difficulty, all items for making inference or “P” is >0,30 and <0,70. So, the items of making inference are accepted.

2. Reliability

Reliability is a necessary characteristic of good test. Shohamy says that reliability refers to the extent to which the test is consistent in its score and it gives us an indication of how accurate the test scores are.⁷ It is clear that reliability is used to measure the quality of the test scores and the consistency of the test. According to Shohamy there are five types of reliability. They are test retest, parallel forms, internal consistency, inter rater and intra rater.⁸ Calculation of reliability uses various kinds of formula. They are Spearman-Brown formula, Flanagan formula, Rulon formula, Hoyt formula, Alfa formula, Kuder Richardson 20 formula and Kuder Richardson 21 formula.⁹ From all of these formula, the writer then used the Kuder Richardson 20 (K-R 20) formula to calculate the reliability of the test. The formula is as follows¹⁰:

$$r_{11} = \frac{kV_t - \sum V_i^2}{k-1} \quad \text{---)} \quad V_t$$

⁷ Elana Shohamy., *Op Cit*, p. 70

⁸ *Ibid.*, p., 71

⁹ Suharsimi Arikunto., *Op Cit.*, p.180

¹⁰ *Ibid.*, p 188

Where:

r_{11} : Instrument reliability

k : Number of items

V_t : Variance total (the square of Standard Deviation)

p : The proportion of the students who are correct in answering an item divided with the total number of the students

q : The proportion of the students who are incorrect in answering an item divided with the total number of students.

The data can be seen at **Appendix 4**

Based on the data the writer got;

$k = 20$

$V_t = 101.45$

$\sum pq = 3.83$

$$r_{11} = \left(\frac{20}{20-1} \right) \left(\frac{101,45 - 3,83}{20} \right)$$

$$r_{11} = \left(\frac{20}{19} \right) \left(\frac{101,45}{20} \right)$$

$$r_{11} = (1,05)(0,96)$$

$$r_{11} = 1.008$$

To know whether the test is reliable or not, the value of r_{11} must be compared with r_t product moment. The value of r_{11} must be higher than r_t table. From the significance above the value of r_{11} is 1.008. Then the r_t at 5% grade of significance is 0.456. While r_t at 1% grade of significance is 0.575. So it can be concluded that $1.008 > 0.456$. On the other words, the instrument is reliable because the

value of r_{11} is higher than r_t .

G. Techniques of Data Analysis

In order to know the effect of using PhotoReading technique towards students' reading comprehension, the writer used the data from pre-test and post-test score then analyzed it by using IBM SPSS 20 Software and using T-Test formula in Arikunto as follows:¹¹

$$t_o = \frac{|M_x - M_y|}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right) + \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

$$\sum X^2 = \sum G_x^2 - \frac{(\sum G_x)^2}{N_x}$$

$$\sum Y^2 = \sum G_y^2 - \frac{(\sum G_y)^2}{N_y}$$

Where:

t_o : The value of t – obtained

M_x : Mean of gain score of control class

M_y : Mean of gain score of experimental class

G_x : Gain score of control class

G_y : Gain score of experimental class

G_x^2 : Gain score squared of control class

G_y^2 : Gain score squared of experimental class

N_x : Number of control class students

N_y : Number of experimental class students

¹¹ Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta, 2006), p. 311

The t-table is employed to see whether there is a significant effect between the mean score of both experimental and control or not. The t-obtained value is consulted with the value of t-table at the degree of freedom $(df) = (N_1 + N_2) - 2$. Then to know whether H_a and H_o is rejected or accepted, the hypotheses are statistically formulated as follows:

$$H_a: t_o \geq t\text{-table}$$

$$H_o: t_o < t\text{-table}$$

H_a is accepted if $t_o \geq t\text{-table}$ or there is a significant effect of using PhotoReading technique towards reading comprehension in narrative text of the second year students at State Senior High School 3 Pekanbaru.

H_o is accepted if $t_o < t\text{-table}$ or there is no significant effect of using PhotoReading technique towards reading comprehension in narrative text of the second year students at State Senior High School 3 Pekanbaru.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. Description of Research Procedures

The data of this research were obtained from the scores of the student's pre-test and post-test. All data were taken through the following procedures:

1. In both classes (experimental and control class), the students were asked to answer the questions based on the narrative text given.
2. The format of the test was multiple choices and the test was made based on several aspects such as finding factual information, identifying main idea, locating the meaning of vocabulary in context, identifying the references and making inferences from reading text.

The purpose of the research was to obtain the students' reading comprehension taught by using PhotoReading technique and without using PhotoReading technique and to obtain the significant effect of using PhotoReading technique towards the students' reading comprehensions. The data were obtained from the students' post test scores of experimental and control class.

Before taking the data from the sample, the writer tried one of the second year classes in order to prove whether the test was reliable or not. The result found in the try out was 1.008. It means that the test is highly reliable. Then, the writer gave pre-test to experimental class (XI IPA 1) and control class (XI IPA 2). The writer asked the students to answer some questions based on the text given; the test was about narrative text. Then, the writer gave treatment to experimental class for eight meetings.

After giving treatments to the experimental class, the writer used the same format of questions but in different narrative text to test the students' reading comprehension for post-test of experimental class and control class. The format of post-test between the experimental class and the control class was the same. The result of reading test was evaluated by concerning five aspects, such as:

1. The students are able to find factual information.
2. The students are able to identify main idea.
3. The students are able to locate the meaning of vocabulary in context.
4. The students are able to identify references.
5. The students are able to make inferences from the reading text.

The total scores of pre-test and post-test for both classes were different. The total score of pre-test in experimental class was 2200, where the highest score was 85 and the lowest was 50. The total score of pre-test in control class was 2135, where the highest score was 85 and the lowest score was 40. Furthermore, the total score of post-test in the experimental class was 2625, where the highest score was 95 and the lowest score was 65. The total score of post-test in the control class was 2250, where the highest score was 90 and the lowest score was 55.

B. The Data Presentation

1. Students' Reading Comprehension that is Taught without Using PhotoReading Technique.

There were 20 items of reading comprehension test given to the respondents in this research. From pre-test of the control class, the highest score was 85 and the lowest score was 40. The data were obtained from the research by using IBM SPSS

20 software. The data descriptions of pre-test of reading comprehension in the control class are as follows:

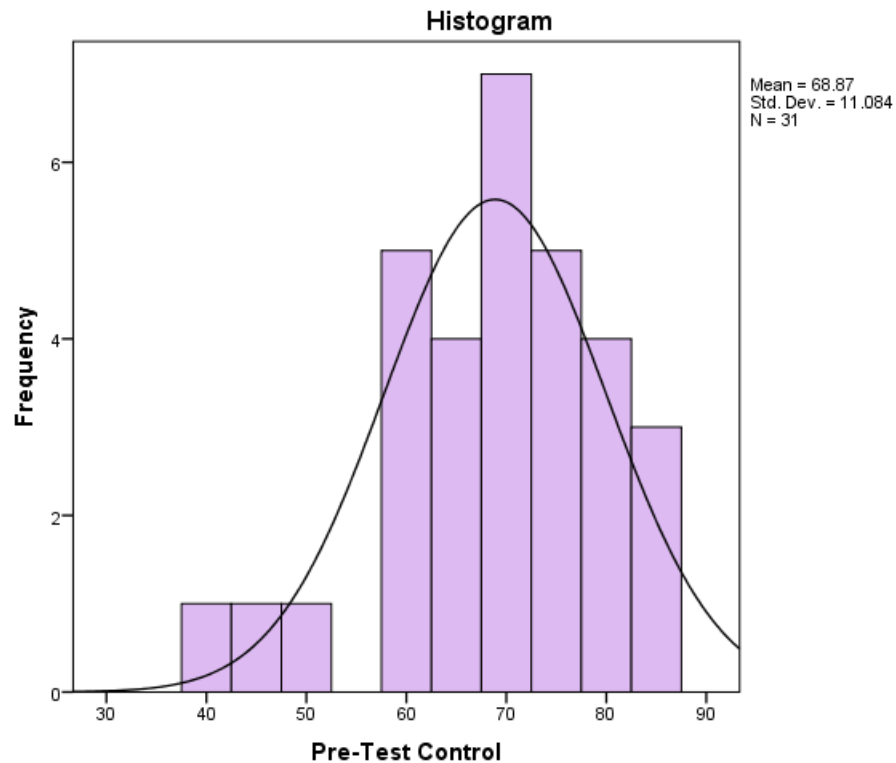
Table IV.1
The Frequency Distribution of
Reading Comprehension Test (Pre-test) in Control Class

No.	Score		Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	40	1	3.2	3.2	3.2
2		45	1	3.2	3.2	6.5
3		50	1	3.2	3.2	9.7
4		60	5	16.1	16.1	25.8
5		65	4	12.9	12.9	38.7
6		70	7	22.6	22.6	61.3
7		75	5	16.1	16.1	77.4
8		80	4	12.9	12.9	90.3
9		85	3	9.7	9.7	100.0
Total			31	100.0	100.0	

Based on the table 10, it can be seen that there are 31 respondents. In interval 40, 45, and 50, the frequencies are 1 student (3,2%), the frequency of interval 60 is 5 students (16,1%), the frequency of interval 65 is 4 students (12,9%), the frequency of interval 70 is 7 students (22,6%), the frequency of interval 75 is 5 students (16,1%), the frequency of interval 80 is 4 student (12,9%), the frequency of interval 80 is 4 students (12,9%), the frequency of interval 85 is 3 student (9,7%).

To determine more about the pre-test in the control group which consists of 31 respondents at the second year of State Senior High School 3 Pekanbaru, the writer describes it in the following histogram which is obtained from output of IBM SPSS 20 software:

Histogram 1
The Result of Control Class Pre-Test



Then for the post-test of the control group, there were also 20 items of reading comprehension. The highest score for post-test of control group was 90 and the lowest score was 55. The data were obtained by using the IBM SPSS 20 software. The data descriptions of post-test of reading comprehension in control class are as follows:

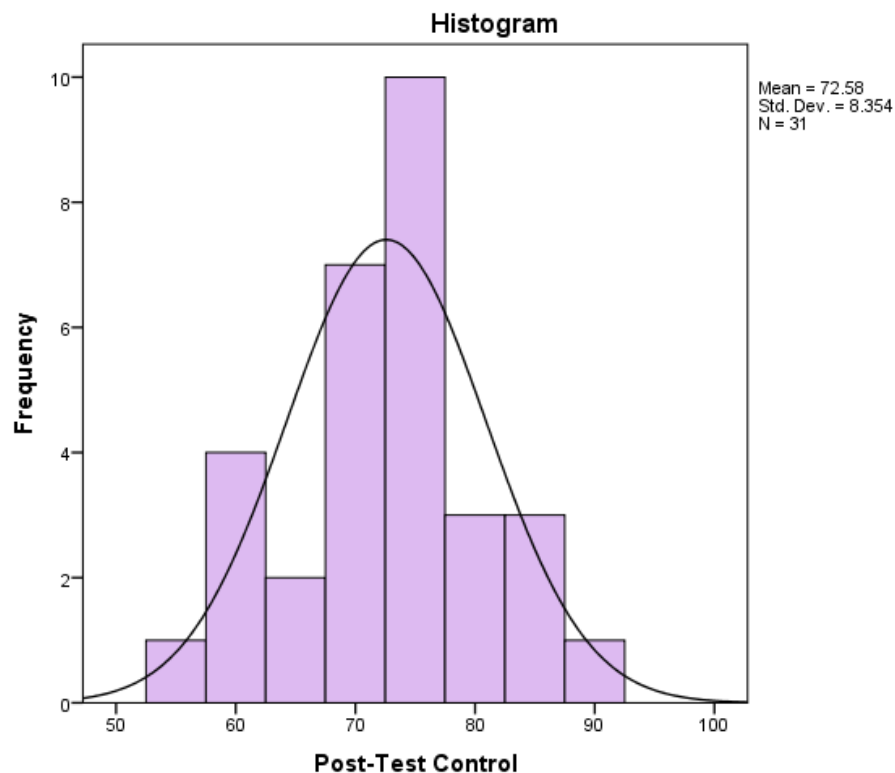
Table IV.2
The Frequency Distribution of
Reading Comprehension Test (Post-test) in Control Class

No.	Score		Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	55	1	3.2	3.2	3.2
2		60	4	12.9	12.9	16.1
3		65	2	6.5	6.5	22.6
4		70	7	22.6	22.6	45.2
5		75	10	32.3	32.3	77.4
6		80	3	9.7	9.7	87.1
7		85	3	9.7	9.7	96.8
8		90	1	3.2	3.2	100.0
	Total		31	100.0	100.0	

Based on the table 11, it can be seen that there are 31 respondents. In interval 55, the frequency is 1 student (3,2%), the frequency of interval 60 is 4 students (12,9%), the frequency of interval 65 is 2 students (6,5%), the frequency of interval 70 is 7 students (22,6%), the frequency of interval 75 is 10 students (32,3%), the frequency of interval 80 is 3 students (9,7%), the frequency of interval 85 is 3 students (9,7%), and the frequency of interval 90 is 1 student (3,2%).

To determine more about the post-test in the control group which consists of 31 respondents at the second year of State Senior High School 3 Pekanbaru, the writer explains it in the following histogram which is obtained from output of IBM SPSS 20:

Histogram 2
The Result of Control Class Post-Test



The writer then also classifies the post-test result of the control class of the respondents of the second year at State Senior High School 3 Pekanbaru to know the category of the students' reading comprehension score. The classification of control groups' reading comprehension can be seen from the following table:

Table IV.3
The Classification of Control Group's Reading Comprehension Score of the Second Year Students at State Senior High School 3 Pekanbaru

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	7	22,58%
2	Good	66-79	17	54,83%
3	Enough	56-65	6	19,35%
4	Less	40-55	1	3,2%
5	Fail	30-39	-	-
Total			31	100%

Based on table 12, it can be seen that there are 5 categories for students' reading comprehension of control class. The frequency of *Very Good* category is 7 students (22,58%), the frequency of *Good* category is 17 students (54,83%), the frequency of *Enough* category is 6 students (19,35%), the frequency of *Less* category is 1 student (3, 2%) and there is no students who is categorized into *Fail* category. The table shows that the highest percentage of students' classification of reading comprehension is 54,83%. Thus, the majority of the students in control class are classified as *Good* category.

2. Students' Reading Comprehension that is Taught by Using PhotoReading Technique.

There were 20 items of reading comprehension test given to the respondents in this research. From pre-test of experimental class, the highest score was 85 and the lowest score was 50. The data were obtained from the research by using IBM SPSS 20 software. The data descriptions of pre-test of reading comprehension in experimental class are as follows:

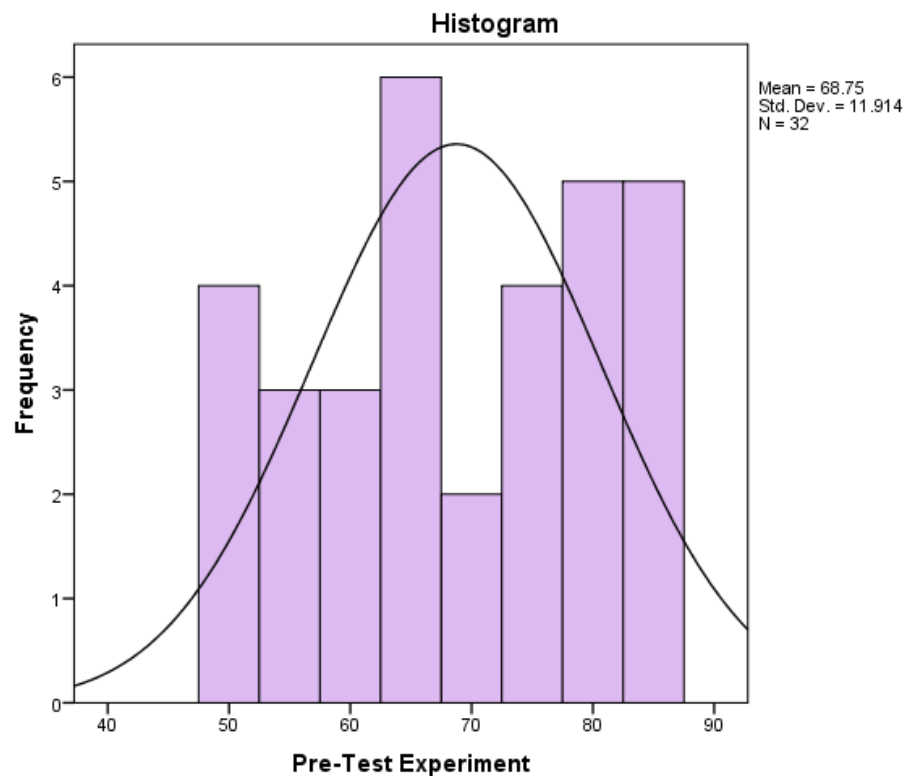
Table IV.4
The Frequency Distribution of
Reading Comprehension Test (Pre-Test) in Experimental Class

No.	Score		Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	50	4	12.5	12.5	12.5
2		55	3	9.4	9.4	21.9
3		60	3	9.4	9.4	31.3
4		65	6	18.8	18.8	50.0
5		70	2	6.3	6.3	56.3
6		75	4	12.5	12.5	68.8
7		80	5	15.6	15.6	84.4
8		85	5	15.6	15.6	100.0
Total			32	100.0	100.0	

Based on the table 13, it can be seen that there are 32 respondents. In interval 50, the frequency is 4 students (12,5%), the frequency of interval 55 is 3 students (9,4%), the frequency of interval 60 is 3 students (9,4%), the frequency of interval 65 is 6 students (18,8%), the frequency of interval 70 is 2 student (6,3%), the frequency of interval 75 is 4 students (12,5%), the frequencies of interval 80 and 85 are same, 5 students (15,6%).

To determine more about the pre-test in the experimental group which consists of 32 respondents at the second year of State Senior High School 3 Pekanbaru, the writer explains it in the following histogram which is obtained from output of IBM SPSS 20:

Histogram 3
The Result of Experimental Class Pre-test



Then for the post-test of the experimental group, there were also 20 items of reading comprehension. From the post-test, the highest score of control group was 95 and the lowest score was 65. The data were obtained by using the IBM SPSS 20 Software. The data description of post-test of reading comprehension in the experimental class is as follows:

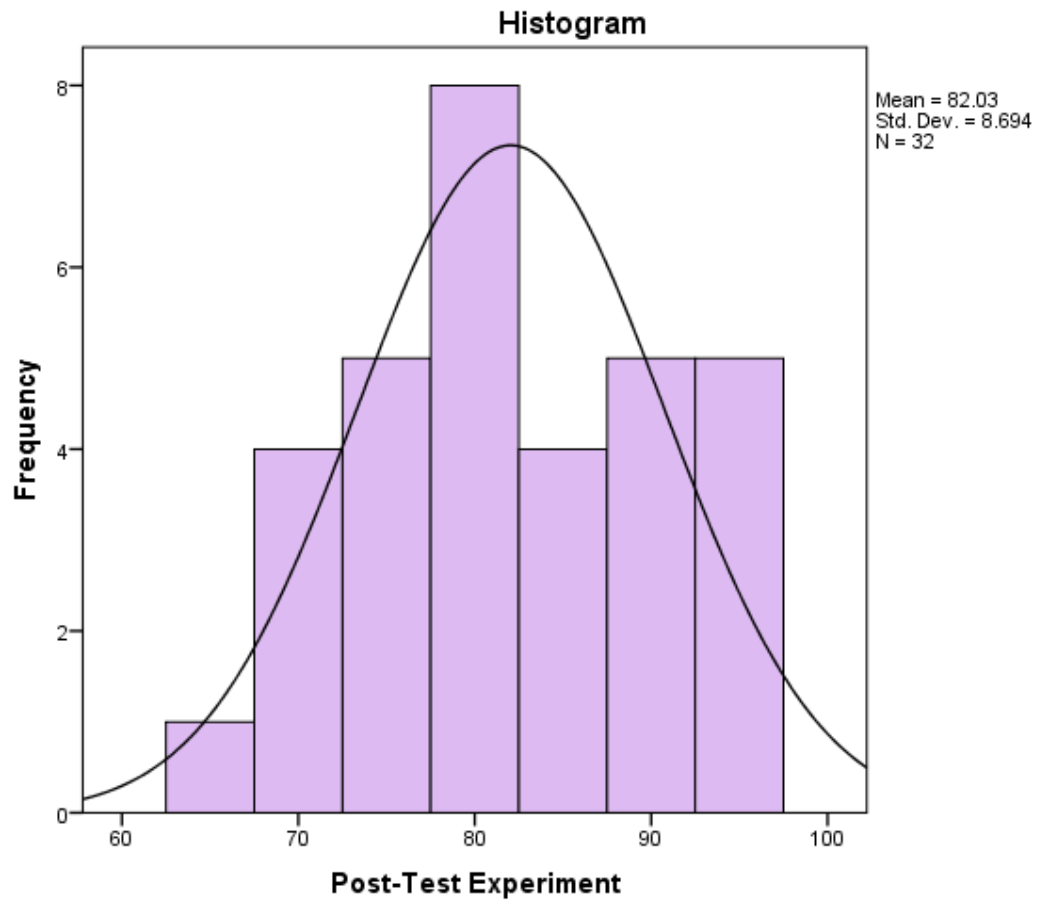
Table IV.5
The Frequency Distribution of
Reading Comprehension Test (Post-Test) in Experimental Class

No.	Score		Frequency	Percent	Valid Percent	Cumulative Percent
1	Valid	65	1	3.1	3.1	3.1
2		70	4	12.5	12.5	15.6
3		75	5	15.6	15.6	31.3
4		80	8	25.0	25.0	56.3
5		85	4	12.5	12.5	68.8
6		90	5	15.6	15.6	84.4
7		95	5	15.6	15.6	100.0
Total			32	100.0	100.0	

Based on the table 14, it can be seen that there are 32 respondents. In interval 65, the frequency is 1 student (3,1%), the frequency of interval 70 is 4 students (12,5%), the frequency of interval 75 is 5 students (15,6%), the frequency of interval 80 is 8 students (25%), the frequency of interval 85 is 4 students (12,5%), the frequencies of interval 90 and 95 are same, 5 students (15,6%).

To determine more about the post-test in the experimental group which consists of 32 respondents at the second year of State Senior High School 3 Pekanbaru, the writer explains it in the following histogram which is obtained from output of IBM SPSS 20:

Histogram 4
The Result of Experimental Class Post-Test



The writer then also classifies the post-test result of experimental class of the respondents of the second year at State Senior High School 3 Pekanbaru to know the category of the students' reading comprehension score. The classification of experimental group's reading comprehension can be seen from the following table:

Table IV.6
The Classification of Experimental Group's Reading Comprehension Score of
the Second Year Students at State Senior High School 3 Pekanbaru

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	22	68,75%
2	Good	66-79	9	28,125%
3	Enough	56-65	1	3,125%
4	Less	40-55	-	-
5	Fail	30-39	-	-
Total			32	100%

Based on table 15, it can be seen that there are 5 categories for students' reading comprehension of the experimental class. The frequency of Very Good category is 22 students (68,75%), the frequency of Good category is 9 students (28,125%), the frequency of Enough category is 1 students (28,125%), and there is no students who is categorized into Less and Fail category. The table shows that the highest percentage of students' classification of reading comprehension is 68,75%. Thus, the majority of the students in experimental class are classified as *Very Good* which also means most of them have reached the standard score (75) for English lesson.

3. The Homogeneity of the Test

The homogeneity of the test was obtained from the result of standard deviation of pre-test in the experimental and the control class. The data of mean and deviation for both classes were obtained by using IBM SPSS 20 Software. The mean and standard deviation of both classes can be seen as follows:

Table IV.7
The Mean and Standard Deviation of Pre-test in
Experimental and Control Class

	N	Mean	Standard Deviation
Pre-test of Experiment	32	68.75	11.91
Pre-test of Control	31	68.81	11.08

Then, the writer input the square value of standard deviation (SD^2) into the formula as follows:¹

$$F_o = \frac{S1^2}{S2^2} \quad \text{Where:}$$

$F_o = F_{\text{Obtained}}$
 $S1^2 = \text{Variance or standard deviation from sample 1 (Experimental Class)}$
 $S2^2 = \text{Variance or standard deviation from sample 2 (Control Class)}$

$$F_o = \frac{11.91^2}{11.08^2} = \frac{141.93}{122.84} = 1.155$$

Homogeneity Hypothesis:

$H_o: \sigma_1^2 = \sigma_2^2$ (variance data is homogeny)

$H_a: \sigma_1^2 \neq \sigma_2^2$ (variance data is not homogeny)

Homogeneity Test Criteria:

If $F_{\text{Obtained}} \geq F_{\text{table}} (0.05; df1; df2)$, H_o is rejected

If $F_{\text{Obtained}} < F_{\text{table}} (0.05; df1; df2)$, H_o is accepted

Based on the statistical above, it can be seen that F obtained is 1,155. F table is compared by getting the degree of freedom (df). In Getting “df”, the writer used the following formula:

$$F = (N1-1), (N2-1)$$

¹ Muhammad Win Afgani. *Uji_Homogenitas*.

http://muhammadwinafgani.files.wordpress.com/2009/10/uji_homogenitas.pdf. Retrieved on October 3rd, 2012.

$$F = (32-1), (31-1) = (31), (30)$$

It means that $N_1 = 31$ and $N_2 = 30$. Therefore, to look the F table, the writer looks the value of N_1 and N_2 at F table. N_1 value is in the horizontal column and N_2 value is in vertical column. The value of $N_1 = 31$ and $N_2 = 30$ is 1.84 at the level of significance 0.05. Therefore, $F_{\text{obtained}} = 1.155$ lower than $F_{\text{table}} = 1.84$, H_0 is accepted. In other word, the pre-test result for both classes is homogeny.

C. Data Analysis

1. The Data Analysis of Reading Comprehension (Variable Y)

To determine the students' reading comprehension for the students who are taught by using PhotoReading technique and the students who are not taught by using PhotoReading technique, the writer took the data from the result of post-test from both classes. The data were obtained by using IBM SPSS 20. The data of mean, median and standard deviation from the post-test of the experimental class and control class can be seen from the following table:

Table IV.8
Mean, Median, and Standard Deviation of Post-Test in Experimental and Control Class

	Mean	Median	Standard Deviation
Post-test of Experimental Class	82,03	80	8,69
Post-test of Control Class	72,58	75	8,35

Then, the mean of post-test from the experimental and the control class are classified in order to determine the category of the students' reading comprehension. The classification of students' score can be seen on **Table III.4**.

Based on the **TableIII.4**, the mean of post-test of experimental class is 82,03. It means the students' reading comprehension that is taught by using PhotoReading technique is categorized into *Very Good* level. While for the mean of post-test of control class is 72,58. It means that the students' reading comprehension that is not taught by using PhotoReading technique is categorized into *Good* level.

2. The Data Analysis of the Effect of Using PhotoReading Technique towards Reading Comprehension

In this part, the writer shows the pre-test, post-test and the gain of experimental class and also the control class. The data were taken from 32 repondents of experiment class and 31 respondents of control class. The data can be seen from **Appendix 9**.

Based on the **Appendix 9**, the calculation of total score of experimental class in pre-test is 2200 and the total score of experimental class in post-test is 2625. The gain of experimental class is 425. While the calculation of total score of control class in pre-test is 2135 and the total score of control class in post-test is 2250. The gain of control class is 115. Finally, the mean score of post-test at experimental class is higher than the mean score of post-test at control class.

To determine the effect of using PhotoReading technique towards reading comprehension of the second year students at state senior high school 3 Pekanbaru the writer used T-Test formula. The following is the calculation of the data:

$$t_0 = \frac{\frac{|M_x - M_y|}{\sqrt{\frac{1}{N_x + N_y - 2} \left(\frac{\sum X^2}{N_x} + \frac{\sum Y^2}{N_y} \right)}}}{\sqrt{\frac{1}{N_x + N_y - 2} \left(\frac{\sum X^2}{N_x} + \frac{\sum Y^2}{N_y} \right)}}$$

$$\sum X^2 = \sum \frac{(\sum GX)^2}{N_x} - \frac{(\sum GX)^2}{N_x}$$

$$\sum Y^2 = \sum \frac{(\sum GY)^2}{N_y} - \frac{(\sum GY)^2}{N_y}$$

Based on the **Appendix 9**,

$$N_x = 31 \quad M_x = \frac{115}{31} = 3.79$$

$$N_y = 32 \quad M_y = \frac{425}{32} = 13.28$$

$$\sum GX = 115 \quad \sum GX^2 = 3575$$

$$\sum GY = 425 \quad \sum GY^2 = 9325$$

$$\sum X^2 = 3575 - \frac{(115)^2}{31} = 3148.38$$

$$\sum Y^2 = 9325 - \frac{(425)^2}{32} = 3680.46$$

$$t_0 = \frac{\frac{|3.79 - 13.28|}{\sqrt{\frac{1}{31 + 32 - 2} \left(\frac{3148.38}{31} + \frac{3680.46}{32} \right)}}}{\sqrt{\frac{1}{31 + 32 - 2} \left(\frac{3148.38}{31} + \frac{3680.46}{32} \right)}}$$

$$t_0 = \frac{\frac{9.57}{\sqrt{\frac{1}{61} \left(\frac{6828.85}{31} + \frac{7360.92}{32} \right)}}}{\sqrt{\frac{1}{61} \left(\frac{6828.85}{31} + \frac{7360.92}{32} \right)}}$$

$$t_0 = \frac{9.57}{\sqrt{(111.95) + (0.06)}}$$

$$t^0 = \frac{9.57}{\sqrt{7.10}} = 2.66$$

$$t_0 = 3.59$$

The t-obtained value is consulted with the value of t-table at the degree of freedom $(df) = (N_x + N_y) - 2$. The result of degree of freedom $(df) = 61$ then the writer looked at T-table at level of significant 5% for $df=60$ because there is no value for 61 and 60 is the closest one. Finally, the result is $t_{0.05} = 1.67$ and $t_{0.01} = 2.66$.

Based on the calculation above, it shows that t_o is higher than t-table. The finding of t_o is 3.59 while the level of significant of 5 % is 1.67 and the level of significant of 1% is 2.66. It can be read that $1.67 < 3.59 > 2.66$. Thus, It can be concluded that H_a is accepted and H_o is rejected. In other words, there is a significant effect of using PhotoReading technique towards the reading comprehension of second year students at State Senior High 3 Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

There are three conclusions of this research referred to the research finding and the formulation of the research. They are as follows:

1. The students' reading comprehension that is taught without using PhotoReading technique at the second year students of State Senior High School 3 Pekanbaru is categorized as *Good* level (72,58).
2. The students' reading comprehension that is taught by using PhotoReading technique at the second year students of State Senior High School 3 Pekanbaru is categorized as *Very Good* level (82,03).
3. There is a significant effect of using PhotoReading technique towards students' reading comprehension of the second year students at State Senior High School 3 Pekanbaru.

Based on the research finding, it is clear to say PhotoReading technique gives effect on the students' reading comprehension. Therefore, PhotoReading technique can be used by the students in doing reading activity so that the students' reading comprehension will improve as well as their reading speed.

B. Suggestion

Considering the effectiveness of using PhotoReading technique towards students' reading comprehension, the writer would like to give some suggestions as follows:

1. Suggestions for the School:

- a. It is recommended to the school to do evaluation for the students' difficulties based on the result of teaching and learning process.
- b. It is hoped for the school to establish an English club in order to expand the students' knowledge in English.
- c. It is hoped for the school to facilitate the students in joining English festival or English competition in order to strengthen the students' motivation in learning English.

2. Suggestion for the English teacher:

- a. It is recommended for teacher to teach PhotoReading technique as one of alternative way of reading activity to improve the students' reading comprehension and also their reading speed.
- b. The teacher should be creative in selecting reading text in order to improve the students' motivation and to diminish boredom in teaching and learning process.
- c. The teacher should build a favorable atmosphere at times of teaching-learning process conducted, because the conducive condition in teaching would become one asset to carry the success of material to be taught.

3. Suggestion for the students:

- a. The students should have more practice in using PhotoReading technique in reading text.
- b. The students should change their reading habit as what is taught by PhotoReading technique.

- c. The students should pay more attention to the lesson that has explained by the teacher.
- d. The students must be creative to select kinds of reading text in order to more comprehend the text and in order to diminish boredom in learning English especially in reading subject.

Finally, the writer considers that this study still needs validation from the next researcher that has the same topic as this study.

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